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AUTHOR Cooper, James M., Ed.; And Others
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ABSTRACT

This document is a companion volume to the paper "Resources for School Based Teacher Educators" and is composed of specifications of objectives, indicators of attainment, and assessment criteria for the twenty competencies outlined in that volume. Each competency is divided into a number of sub-competencies, for which behavioral objectives, activities for demonstrating objective attainment, and criteria for evaluating activities are provided. (MB)

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Objectives, Indicators of Attainment, and Assessment Criteria for Twenty SCHOOL BASED TEACHER EDUCATOR Competencies

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SCHOOL BASED TEACHER EDUCATORS

2

Objectives, Indicators of Attainment, and Assessment Criteria for Twenty

SCHOOL BASED TEACHER EDUCATOR

Competencies

EDITED BY
JAMES M. COOPER
W. ROBERT HOUSTON
ALLEN R. WARNER

JUNE, 1977

TEACHER CENTER
466 FARISH HALL
UNIVERSITY OF HOUSTON
HOUSTON, TEXAS 77004

PROJECT STAFF

W. ROBERT HOUSTON, PROJECT DIRECTOR

JAMES M. COOPER, ASSOCIATE PROJECT DIRECTOR

ALLEN R. WARNER, ASSOCIATE PROJECT DIRECTOR

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During the first year of the School Based Teacher Educator Project, the Competency Identification Task Force supervised an extensive process to identify the twenty SBTE competencies that were finally accepted. This process included: a search of relevant research literature, reactions of a national panel of teacher educators; efforts of a state-wide task force of Texas teacher educators, administrators and teachers; reactions of a sample of three hundred teacher educators, administrators and teachers; and a review by representatives of the forty Texas Teacher Centers that are members of the School Based Teacher Educator Network. The procedures and analysis for competency identification process are treated in greater detail in:

> Cooper, James M., et. al., Specifying Competencies for School Based Teacher Educators through Task, Conceptual and Perceptual Analyses, SBTE Publication No. 7, University of Houston, Houston, Texas, 1976.

Since the twenty SBTE competencies were finalized in May, 1976, the SBTE project staff and consultants have been working to further delineate these competencies by developing more specific objectives, indicators of attainment, and assessment criteria. This document is the product of those efforts. Objectives are defined as more specific, behavioral statements of purpose that are subsets of a given competency. Indicators of attainment are the evidence that the SBTE must do or provide that will be evaluated to determine if the objective has been achieved. Assessment criteria are the standards used by the evaluator in judging whether the indicator of attainment is adequate to satisfy the objective.

The purpose of this document is to provide SBTEs and their instructors with more complete specifications on the intent of each competency statement. By using the objectives, indicators of attainment, and assessment criteria, SBTEs and their instructors can:

- o design learning experiences related to the objectives
- o determine what evidence might be accepted as indicators of objective attainment
- o apply criteria to assess the level of objective attainment.

Please note that the objectives, indicators, and criteria specifications are not immutable, nor do they represent an exhaustive list. Institutions charged with the responsibility of helping SBTEs develop their competence may choose to substitute for certain objectives, indicators, or criteria according to their own perspectives and needs. This is as it should be. These specifications are representative of the intent of each competency statement; they do not represent a complete listing of all possible specifications that could be derived from each competency statement. Viewed from this perspective, the specifications are a resource rather than a set of requirements.

This publication, along with Resources for School Based Teacher Educators and the Self-Assessment Instrument for School Based Teacher Educators (SBTE publications #10 and #14), will be useful to SBTEs who wish more assistance in developing strength in any of the twenty competency areas. These three publications will also be useful to those teacher center personnel who intend to design training programs for SBTEs.

COMPETENCY # 1. The SBTE can assist teachers to develop interpersonal skills and effective communication with students colleagues, and school constituencies.

OBJECTIVE The SBTE:	INDICATOR The SBTE:	CRITERION
A. Knows and applies effective group processes.		
1. Describes and discusses an effective group process model.	1. Presents in writing a description of a group process model, and discusses that model with a group of peers.	1. The written description and discussion of the group process model are evaluated on the rational consistency of the model and the degree to which it accurately represents the model chosen
2. Demonstrates the use of an effective group process model.	2. Conducts a group seminar using a group process model, and upon completion of the seminar discusses specifics of the model employed during the seminar.	2. The group seminar is evaluated on the degree to which the group process mode advocated by the SBTE is employed.
B. Knows and applies effective interpersonal communication processes.		
1. Describes factors affecting communication between individuals or groups of people.	1. Describes in writing or orally, factors affecting communication between individuals or groups.	1. The written or oral descriptions are judged against factors drawn from contemporary communications literature
2. Models effective personal verbal/nonverbal behavior.	2. Presents a videotape of him/herself and a teacher, and analyzes, orally or in writing, both the verbal and nonverbal messages in the videotape.	2. The videotape is evaluated on the SBTE's ability to accurately and effectively model verbal and nonverbal behaviors; and the analysis is evaluated on the accurate identification of those behaviors.

Competency # 1, continued

OBJECTIVE	INDICATOR	CRITERION
3. Designs activities that facilitate students' social interaction.	3. Designs and presents to a class three activities that facilitate student social interaction.	3. The three activities are judged on the degree and quality of student social interaction resulting from the activities.
4. Demonstrates essential elements necessary to establish and maintain good interpersonal relations (e.g., active listening, attending behavior, and reflection of feeling).	4. Presents a videotape of a conference between several teachers and the SBTE during which the SBTE demonstrates active listening, attending behavior and reflection of feeling.	4. The videotape is analyzed for at least three examples each of active listening, attending behavior and reflection of feeling.
5. Guides teachers in initiating more person-to-person contacts in non-crisis situations to assure flow of information among those involved with students.	5. Conducts a brainstorming session in which teachers suggest ways to initiate more person-to-person contacts in non-crisis situations.	5. The results of the brainstorming session should provide the teachers with a variety of ways to initiate person-to-person contacts in non-crisis situations.

COMPETENCY # 2. The SBTE can assist teachers to gather and utilize relevant data about school, classroom and community environments.

OBJECTIVE	INDICATOR	CRITERION
The SBTE:	The SBTE:	
A. Defines problems related to school, classroom and community environments and determines data to be collected.		
1. Describes relevant socio-demographic data needed to help solve problems related to school, classroom and community environments.	1. Given a list of typical problems related to school, classroom and community environments, describes in writing the socio-demographic information needed to help develop solutions to the problem.	1. The SBTE's information needs are matched to the problem to determine if the information helps to solve the problem, and the feasibility of collecting that information.
2. Describes needs assessment skills according to a model.	2. Presents to a group of teachers a description of a model of needs assessment skills.	1. The presentation is judged on its clarity and accuracy according to the chosen model.
B. Identifies sources of socio-demographic information, and assists teachers in using that information to solve problems.	Lists sources of socio-demographic data for solving problems related to classroom, school and community environments.	The sources are judged on their potential effectiveness in aiding teachers' problem solving efforts.
C. Identifies and uses appropriate socio-demographic data collection techniques.		
1. Selects or develops instruments to collect socio-demographic data including the measurement of opinions, achievement, attitudes and performance.	1. Given a list of data needs, selects and/or develops instruments to collect socio-demographic data to measure opinions, achievement, attitudes and performance relevant to the specific information needs.	1. The instruments are judged on their capacity to measure effectively opinions, achievement, attitudes and performance relevant to the problems of a specific school situation.

Competency # 2, continued

OBJECTIVE	INDICATOR	CRITERION
2. Discusses socio-demographic data collection and utilization with teachers, parents, students, and community people.	2. Discusses data collection and utilization with a group composed of teachers, parents and community people, and a group composed of students.	2. The discussion is evaluated by the group described on the importance, relevance, and clarity of the information given.
D. Manages, organizes, analyzes and interprets the collection of socio-demographic data.		
1. Describes the management of data organization and collection to a group of teachers, counselors, administrators or other school personnel.	1. Describes the management and organization of data collection to a group of teachers.	1. The description is judged on the accuracy and clarity of expression.
2. Demonstrates the techniques of analyzing and interpreting data to a group of teachers, counselors, administrators or other school personnel.	2. Demonstrates the techniques of analyzing and interpreting data to a group of professional school personnel in a simulation, role-play or oral presentation.	2. The demonstration is judged on the accuracy and appropriateness of the techniques of analysis and interpretation.
3. Describes program design principals, techniques or procedures according to a stated model.	3. Presents a paper describing the principals of program design according to a stated model.	3. The paper is judged on: clarity of expression and accuracy in presenting principles of the chosen model.
4. Discusses program implementation procedures with teachers that are specific to the environment of the particular school district to which the SBTE is assigned.	4. Discusses program implementation procedures with teachers illustrating considerations specific to that particular school district.	4. The discussion of program implementation procedures is judged on the appropriateness and relevance of the procedures for that specific school district.

Competency # 2, continued

OBJECTIVE	INDICATOR	CRITERION
5. Demonstrate to a group of teachers the process of program evaluation according to a stated model.	5. Orally presents to a group of teachers a program evaluation process that meets the needs of the SBTE's school district.	5. The evaluation process is judged on its accuracy and appropriateness for that particular school district.

COMPETENCY # 3. The SBTE can assist teachers to understand and work effectively with different socio-economic/ethnic/cultural groups.

OBJECTIVE	INDICATOR	CRITERION
The SBTE:	The SBTE:	
A. Identifies various value positions and behavior patterns of different ethnic/cultural/and socio-economic groups.		
1. Identifies the effects of poverty on various groups of people in the U.S., and indicates implications for teaching.	1. Presents to the teachers he/she is assisting, a learning experience in which he/she distinguishes eight beliefs and practices common to poverty groups in the U.S. and points out implications for teaching.	1. The SBTE's presentation is judged on its accuracy in identifying the attitudes and practices of poverty groups, and the relevance of the implications to teaching.
2. Identifies various Anglo-majority attitudes and practices offensive to some ethnically culturally different minority groups, and indicates their implications for teaching.	2. Describes to the teachers he/she is assisting six Anglo-majority attitudes and/or practices which are offensive to some culturally different or minority groups, and indicates implications for teaching.	2. The SBTE's description is judged on accuracy, sensitivity and relevance to the teachers working with the SBTE.
3. Identifies how verbal and non-verbal behaviors are used and valued by different ethnic and cultural groups.	3. Videotapes three classrooms consisting of ethnically and culturally-mixed groups and presents the videotape to a group of teachers. Identifies from the videotape four instances each of verbal and nonverbal behaviors used and valued by ethnically and culturally different groups.	3. The verbal and nonverbal behaviors indicated by the SBTE are judged on their accuracy, sensitivity, and relevance to the teachers working with the SBTE.

Competency # 3, continued

OBJECTIVE	INDICATOR	CRITERION
B. Assists teachers in incorporating community needs into the program.		
1. Recognizes and communicates community values and aspirations to the teachers.	1. Recognizes significant values and aspirations in various communities and communicates at least eight examples to teachers.	1. The examples of community values and aspirations are judged on the basis of their congruity and accuracy.
2. Helps teachers utilize the contributions of various community groups in developing appropriate learning experiences.	2. Compiles and makes available to teachers a source listing of various community groups and their potential contributions to learning experiences.	2. The SBTE's listing of community groups and their potential contributions is judged on their accuracy and potential aid to teachers.
C. Assists teachers in developing positive relationships with members of different ethnic/cultural/and socio-economic groups.		
1. Helps teachers identify personal prejudices and demonstrates how they affect professional work.	1. Discusses with teachers what they perceive as their personal prejudices and indicates how these prejudices affect their work as professionals.	1. The SBTE's effectiveness in helping teachers identify personal prejudices and the effects of these prejudices is judged by observing desired attitudinal and responses changes of teachers toward students, parents and community.
2. Identifies site locations and writes reports on seven different "experience centers" outside the school where teachers could personally experience cultural differences.	2. Identifies site visit locations and writes reports on seven different "experience centers" outside the school.	2. The effectiveness of the "experience centers" segment will be measured by the number of visitations made during the school year by teachers and their responses to those visitations.

COMPETENCY # 4. The SBTE can assist teachers to translate knowledge of current educational research and development into instructional practices.

OBJECTIVE	INDICATOR	CRITERION
The SBTE:	The SBTE:	
A. Identifies sources which report research findings and interpret those findings.		
1. Describes the literature which reports research studies of interest to classroom teachers.	1. Prepares a list of at least ten professional publications reporting research studies which have implications for teaching practice.	1. The list will be evaluated on the basis of correctness, completeness, and appropriateness.
2. Interprets research findings so that teachers know the implications of those findings.	2. Given three different reports of research studies, accurately interprets the findings to a classroom teacher.	2. The interpretation is evaluated on the clarity, correctness, and completeness of the teacher's perception of the reports.
B. Assists teachers in the adoption of practices or innovations which research indicates to have potential for increasing instructional effectiveness.		
1. Helps teachers develop and apply criteria to assess the potential effectiveness of practices or innovations.	1. Helps teachers develop a list of criteria to assess the potential effectiveness of practices or innovations, and apply those criteria in assessing at least five different practices or innovations.	1. The list is evaluated on the basis of completeness, clarity, and appropriateness; the assessment will be evaluated on the basis of its accuracy.
2. Manages the change process in helping teachers adopt potentially effective practices or innovations.	2. Facilitates the adoption by teachers of at least two potentially effective practices or innovations in classroom or school settings.	2. The efforts of the SBTE are judged on the basis of their effectiveness as perceived by the teacher helped.

COMPETENCY # 5. The SBTE can assist teachers to develop a personal teaching style consistent with their own philosphy.

OBJECTIVE	INDICATOR	CRITERION
The SBTE :	The SBTE :	
A. Knows different styles of teaching and their underlying philosophies.		
1. Describes teaching emphases with respect to the goals of education.	1. Describes orally or in writing at least three different teaching emphases.	1. The description is evaluated on the basis of its accuracy, completeness, and clarity. Possible emphases include: (a) teaching to inculcate, inform or to provide the student with agreed upon necessary knowledge/skills; (b) teaching to focus on increased social awareness and skills; (c) teaching to focus on the personal needs of individual students; (d) teaching to shape and reinforce human behaviors.
2. Describes the roles of teachers and students in classroom where these emphases are reflected.	2. Describes orally or in writing the level of classroom structure and the responsibilities of each actor.	2. The description is congruent with philosophic position of each teaching emphasis described.
3. Plans a lesson utilizing two distinctly different styles of teaching and demonstrates each one for critical review.	3. The SBTE plans and teaches a lesson utilizing two different styles of teaching.	3. The SBTE's plan is congruent with those roles and classroom indicators noted in 2 above. The demonstration follows from the plan.
4. Helps the teacher analyze his/her teaching style, contrasting and comparing it with other styles.	4. Using clinical supervisory mode, focuses the teacher on his/her teaching goals, structures, and styles; and has teacher contrast present style with others.	4. The teacher can identify his/her teaching goals, structure and style; and can accurately contrast that style with others.

Competency # 5, continued

OBJECTIVE	INDICATOR	CRITERION
B. Helps teachers to identify strengths and weaknesses in their teaching styles, and assists them to implement desired change.		
1. Helps teachers use self-evaluation and peer-evaluation techniques to identify areas of strengths and weaknesses.	1. Actively carries out objective with a group of teachers.	1. Teachers positively report the usefulness of evaluation techniques and procedures.
2. Helps teachers identify contextual and personal reasons for classroom behaviors.	2. Actively carries out objective with a group of teachers.	2. Teachers use the identified list of reasons to develop professional growth plans.

COMPETENCY # 6. The SBTE can assist teachers to improve their understanding of basic concepts and theories of the subjects they teach.

OBJECTIVE	INDICATOR	CRITERION
The SBTE :	The SBTE :	
A. Explains the scope and sequence of subject matter area curriculum taught in the school district.		
1. Demonstrates a model to help teachers explain and justify their subject matter's inclusion in the school's curriculum.	1. States the source of the value for the inclusion of the subject matter area in the curriculum.	1. The source of the value is evaluated on clarity, appropriateness, and completeness according to the stated curriculum design model.
2. Explains the various philosophical positions of different curricular programs.	2. Given a list of the school's curricular offerings, analyzes the curriculum areas with respect to each subject matter area's relevance to the educational goals of the school.	2. The analysis is evaluated on clarity and appropriateness according to the rationale for the chosen curriculum design model.
B. Identifies resource people and materials in various subject matter areas.		
1. The SBTE plans intervisitations for teachers of different subject matter areas.	1. Makes all necessary arrangements for two annual intervisitations for teachers in each subject matter area.	1. Intervisitations are evaluated on their easy accessability to teachers.

COMPETENCY # 7. The SBTE can assist teachers to understand and use techniques and instruments designed to diagnose students' academic and social development needs.

OBJECTIVE The SBTE :	INDICATOR The SBTE :	CRITERION
A. Identifies major diagnostic tests and instruments that are useful in diagnosing students' academic and social development.		
1. Describes purposes of formal diagnostic instruments.	1. Given a typical battery of tests used to diagnose student academic and social development, describes in writing the purpose of the test as well as incidental information which may be gained from test administration.	1. The purposes and incidental findings stated by the SBTE will be compared for accuracy and completeness to the purposes and incidental findings cited in the test manual.
2. Lists factors involved in instrument selection.	2. Given case histories of students with behavioral disabilities, lists the factors involved in selecting formal instruments to diagnose student problems.	2. The factors cited by the SBTE will be evaluated on their completeness and appropriateness to each case history.
3. Administers formal diagnostic instruments and interpret their results.	3. Given a typical battery of tests used to diagnose student academic and social development, demonstrates administration of each test to a group of teachers.	3. Each administration will be judged on its conformation to the administration procedures outlined in the test manual.
4. Interprets standardized test data and produces diagnostic profiles for students.	4. Given a variety of results from a typical battery of tests used to diagnose student academic and social development, demonstrates to a group of teachers a thorough interpretation of the results of each test.	4. Each test interpretation will be judge on completeness, accuracy and clarity of presentation.

Competency # 7, continued

OBJECTIVE	INDICATOR	CRITERION
	Given a set of test results for five students who have varying academic and social problems, interprets test results and develops a diagnostic profile for each student for presentation to a group of teachers.	Each diagnostic profile will be evaluated on the degree to which it correctly uses all information provided through test results.
5. Identifies resource personnel available for diagnostic purposes.	5. Lists in writing all resource personnel in the school district and community who are accessible for diagnosing student academic and social development.	5. List is judged according to its degree of completeness and accuracy .
B. Uses informal diagnostic and evaluation instruments.		
1. Composes case studies based on observations.	1. Following five days of observation time, writes a case study on a student which reflects significant behaviors demonstrated by that student.	1. The case history is judged on the clarity and completeness with which it communicates observable behaviors and legitimate inferences.
2. Constructs criterion referenced tests.	2. Given a phase of academic curriculum, devises a criterion referenced test of that curriculum.	2. The test is evaluated on : (a) completeness of measuring curriculum achievement, (b) ease of administration, (c) clarity of items, and (d) objectivity in assessing student results.
3. Develops checklists, rating scales and graphs suitable for measuring specific, observable student behavior.	3. Given five frequently occurring acting-out behaviors, devises a checklist item, a rating scale item and a graph to measure the frequency with which a particular student demonstrates each behavior.	3. Each measurement item is assessed on its accuracy in measuring the behavior under consideration.

Competency # 7, continued

OBJECTIVE	INDICATOR	CRITERION
C. Demonstrates task analysis by breaking a given performance into small behaviors, sequencing them and producing a simple diagnostic checklist for use with students.	Given a basic academic skill, develops a diagnostic checklist based on a sequenced task analysis schema.	The checklist is evaluated on its conformation to a complete task analysis sequence and on its projected ability to measure student mastery difficulties.

COMPETENCY # 8. The SBTE can assist teachers to design, develop, and maintain environments that facilitate learning.

OBJECTIVE The SBTE :	INDICATOR The SBTE :	CRITERION
A. Describes procedures for establishing and maintaining a healthy and safe physical environment in the classroom.		
1. Describes conditions which constitute a healthy and safe physical environment in the classroom.	1. Describes orally or in writing, conditions which constitute a healthy and safe physical environment in the classroom.	1. The description is judged on its accuracy, completeness, and clarity.
2. Describes procedures for handling housekeeping responsibilities and routine chores.	2. Prepares a list describing procedures for handling housekeeping responsibilities and routine chores.	2. The list is judged on its accuracy, importance, and clarity.
3. Describes procedures for involving students in the establishment and maintenance of a healthy and safe physical environment in the classroom.	3. Describes orally or in writing, effective procedures for involving students in the establishment and maintenance of a healthy and safe physical environment in the classroom.	3. The description is judged on its accuracy, importance, and clarity.
4. Describes school and classroom safety procedures.	4. Prepares a list describing the more important school and classroom safety procedures.	4. The list is judged on its accuracy, importance, and clarity.
5. Describes symptoms of serious physical and mental problems and describes referral services available to children with such problems.	5. Describes orally or in writing, common symptoms of serious physical and mental problems and referral services available to children with such problems.	5. The description is judged on its accuracy, completeness, and clarity.

Competency # 8, continued

OBJECTIVE	INDICATOR	CRITERION
6. Assists teachers in establishing and maintaining a healthy and safe physical environment.	6. Assists at least one teacher in establishing and maintaining a healthy and safe physical environment.	6. The efforts of the SBTE are judged on their effectiveness as perceived by the teacher or teachers helped.
B. Describes classroom environmental factors which facilitate learning.		
1. Describes various types of classroom organizational patterns which facilitate learning.	1. Describes orally or in writing at least seven different classroom organizational patterns which facilitate learning.	1. The description is judged on its accuracy, completeness, and clarity.
2. Describes academic stimuli such as books, charts, posters, and other visual media which are appropriate for children of a specific age.	2. Prepares a list of academic stimuli appropriate for children of a specified age.	2. The list is judged on its accuracy, completeness and appropriateness.
3. Describes aesthetic stimuli such as plants, pictures, and student art projects which are appropriate for children of a specific age.	3. Prepares a list of aesthetic stimuli appropriate for children of a specified age.	3. The list is judged on its accuracy, completeness and appropriateness.
4. Describes physical conditions such as lighting and temperature which facilitate learning.	4. Describes orally or in writing physical conditions which affect learning.	4. The description is judged on its accuracy, completeness, and clarity.
5. Describes social stimuli such as group work and games which are appropriate for children of a specific age.	5. Prepares a list of social stimuli appropriate for children of a specific age.	5. The list is judged on its accuracy, completeness, and appropriateness.

Competency # 8, continued

OBJECTIVE	INDICATOR	CRITERION
6. Assists teachers in understanding the classroom environmental factors which facilitate learning.	6. Assists at least one teacher to modify in a positive way classroom environmental factors.	6. The efforts of the SBTE are judged on their effectiveness as perceived by the teacher or teachers helped.

COMPETENCY # 9. The SBTE can assist teachers to develop instructional goals and objectives.

OBJECTIVE The SBTE:	INDICATOR The SBTE:	CRITERION
A. Derives and defines instructional objectives based on the educational goals of the school.		
1. Translates needs or societal expectations into an array of instructional objectives to guide lesson planning for students over a number of years.	1. Given a set of societal values and/or educational goals, identifies, selects, or designs learning experiences thought to facilitate the attainment of these goals, and constructs appropriate instructional objectives.	1. The learning experiences and instructional objectives developed by the SBTE are evaluated on their clarity and appropriateness to the goals and the developmental needs and interests of students.
2. Analyzes classroom procedures to identify hidden or incidental objectives.	2. While observing an instructional situation, identifies, lists, and explains the physical, instructional and managerial factors which have potential for producing unintended outcomes.	2. The list of unintended outcomes are evaluated on their clarity, completeness, and statement of rationale.
B. Writes useful instructional objectives.		
1. Writes well-structured instructional objectives.	1. Given an educational goal, constructs a cognitive, an affective, and a psychomotor instructional objective.	1. Instructional objectives in each domain are evaluated on their clarity, completeness, and appropriateness according to standards for each type of objective.

Competency # 9, continued

OBJECTIVE	INDICATOR	CRITERION
2. Constructs a hierarchy of objectives for particular instructional goals, lesson plans and unit plans.	2. Given an educational goal and learning experience, writes two instructional objectives for each taxonomic level of the cognitive, affective, and psychomotor domain.	2. Each objective is evaluated on its clarity, completeness, and congruence with the stated taxonomic level.
3. Describes characteristics, varieties, and levels of objectives in all domains appropriate for a given subject matter area and grade level.	3. Given a description of an educational goal, learning experience, and a list of instructional objectives, classifies each objective by its primary instructional domain, hierarchial level in the domain, grade level, and subject matter.	3. The classification of each objective is evaluated on correctness according to Popham.

COMPETENCY # 10. The SBTE can assist teachers to develop and/or adapt instructional programs and materials.

OBJECTIVE The SBTE:	INDICATOR The SBTE:	CRITERION
A. Locates descriptions of available instructional programs and materials.	Within the context of a given school, lists the sources and locations of descriptions of available instructional programs and materials.	The list and descriptions are congruent with a comprehensive list compiled by a curriculum specialist associated with the school (including materials available in individual classrooms, individual school support systems [resource centers, specialized teachers within the school, etc.], the district, the community, the county, the state, and federal sources).
	Following an explanation of any retrieval system(s) utilized within an individual school for the purpose of identifying instructional materials, locates a description of a particular instructional material or the material itself according to the specifications of the retrieval system(s).	The SBTE produces the particular material or description of the material upon request.
B. Demonstrates knowledge of the following characteristics of instructional materials by classifying the materials as "high" or "low" on nine characteristics. - cost - durability - attractiveness (motivation) - social acceptability	Given a specific set of instructional materials, classifies the materials.	The SBTE's ratings are congruent with those of a curriculum specialist. Deviations are acceptable if logically defended or empirically proven more reliable and valid than the specialist's.

OBJECTIVE	INDICATOR	CRITERION
- social qualities (including authenticity and bias) - intellectual qualities (including readability) - experiential qualities - creative qualities - emotional/personality qualities		
C. Modifies materials without distorting the purpose of the materials.	Given a description of a student population and several curriculum materials to be used by that group, modifies the materials so that the purpose of the materials is not distorted.	A logical, although necessarily subjective, judgment is made as to whether or not the purpose of the materials was distorted. An empirical judgment can be made if the materials are used with the student population and if it can be ascertained that student performance was not affected by managerial and/or instructional problems.
D. Develops instructional programs and/or materials. 1. Writes cognitive, syntactical, affective, and applicative goals and objectives.	1. Within the context of a particular school, formulates and writes the general goals and objectives in cognitive, affective, syntactical, and applicative categories for the given student population.	1. The goals and objectives must include representation of all four categories and be reasonably comprehensive and attainable.

Competency # 10, continued

OBJECTIVE	INDICATOR	CRITERION
2. Develops a curriculum that stresses the fundamental concepts and processes of disciplines as opposed to isolated facts.	2. Given a curriculum area and a description of a student population, produces a written document that consists of objectives and planned activities which reflect basic concepts, principles, and processes of the given curriculum area, and the application of these principles, concepts, or skills in varying situations.	2. A subject area specialists agrees that the objectives and activities specified by the SBTE are a comprehensive reflection of the basic concepts, principles, and processes of the subject area and are appropriate for the given student population. The document must provide for the application of concepts, principles, and skills in more than one situation.
3. Organizes a curriculum to provide the opportunity for formal and informal social/emotional development.	3. Given a curriculum area and a description of a student population, produces a written document consisting of objectives and activities which provide students with opportunities to work independently, with more than one adult; with other students.	3. The written document provides activities representative of each of these situations: independent work, work with more than one adult, and work with other students.
4. Organizes a curriculum providing a variety of methods and media from which students can make choices in the planning of their educational experiences.	4. Given a curriculum area and a description of a student population, produces a written document consisting of objectives and planned activities giving students opportunities to choose among a variety of methods (including guided discovery or inquiry, role playing, simulation, games, lecture, concept-development, demonstration, socio-drama, discussion, skill development or reinforced practice, etc.) and a variety of resources or media.	4. The written document provides activities representative of at least two methods and two resources; and emphasizes student selection of activities from among appealing alternatives.

COMPETENCY # 11. The SBTE can assist teachers to select and utilize various strategies and models of teaching.

OBJECTIVE The SBTE:	INDICATOR The SBTE:	CRITERION
A. Describes various models of teaching, their application strategies, theoretical backgrounds and research findings.		
1. Identifies specific theory-based models of instruction that focus on the following goals of education: (a) teaching to inculcate, inform or to provide the student with agreed upon necessary knowledge/skills (information processing models); (b) teaching to focus on increased social awareness and skills (social interaction models); (c) teaching to focus on the personal needs of individual students (personal source models, and (d) teaching to shape and reinforce human behaviors (behavior modification model).	1. Identifies orally or in writing the specific models of instruction.	1. SBTE identifies a minimum of two specific models for each family of models. (Joyce's and Weil's Models of Teaching may be used as the referent guide.)
2. Gives a rationale for and describes the underlying philosophy of selected models both between and within groups.	2. Provides the rationale and philosophy either orally or in written form.	2. Description is congruent with model.

Competency # 11, continued

OBJECTIVE	INDICATOR	CRITERION
3. Describes the basic elements of selected models.	3. Describes the syntax, teacher and student roles, and necessary support systems for adequate use of the models selected.	3. Description is congruent with model.
4. Selects models and strategies most appropriate for a specific task, teacher, present support system, curriculum goals and learners' backgrounds, needs and aspirations.	4. Given actual situations, identifies those models most conducive to meet adequately the needs of the students; and identifies models not conducive based on site-specific contexts.	4. Rationale is based on congruence of the model and site-specific elements.
5. Demonstrates the teaching models in real situations.	5. Provides videotapes of self demonstrating x number of models.	5. SBTE's teaching behavior is congruent with the models selected.

COMPETENCY # 12. The SBTE can assist teachers to design and implement personalized learning plans.

OBJECTIVE The SBTE:	INDICATOR The SBTE:	CRITERION
A. Recognizes and describes individual personalities and learning styles.		
1. Describes various approaches to categorizing cognitive and affective styles.	1. Within the context of a particular school, describes at least two approaches to categorize cognitive styles, and at least two approaches to categorize affective styles of the student population within the school.	1. The approaches must be described in sufficient detail that one reading the approach descriptions could conduct the categorization without further instructions or knowledge. The approaches must have support and validation in the literature, and such support must be referenced in the descriptions.
2. Uses diagnostic and evaluative techniques to measure academic and social achievement.	2. Within the context of a particular school, utilizes at least two diagnostic and evaluative techniques to measure academic achievement and at least two techniques to measure social achievement. The techniques may be informal or formal, formative or summative, verbal or nonverbal, and may utilize the student, his peers, and/or other adults as sources of data. (Among the techniques that might be utilized are: paper and pencil tests, observation, paper and pencil self-report devices, interviews.)	2. The evaluative data must be valid and reliable. The data are considered valid if they logically appear to reflect the student's social or academic development. They are considered reliable if congruent with the data obtained by an expert in the area.

Competency # 12, continued

OBJECTIVE	INDICATOR	CRITERION
3. Uses value clarification techniques to identify students' personal goals and values.	3. Within the context of a particular classroom, selects and implements two or more value clarification techniques. From the data obtained, identifies the personal goals of selected students.	3. Value clarification techniques must be appropriate to the abilities and interests of the students and in terms of the general purpose for which the data are being collected. There must be a logical relationship between the actual data gathered from the student and the SBTE's inferences about the student's personal goals.
B. Demonstrates individualized instruction techniques.		
1. Selects a curriculum area and develops scope and sequence according to an individual's characteristics (i.e., his motivational, social, intellectual, experiential, creative, and emotional/personality characteristics and qualities).	1. Given the characteristics of a student, develops an individualized educational plan (covering a six-week period) for the student.	1. The educational plan is designed in such a way that the scope and sequence of the general curriculum are modified to correspond with the student's characteristics.
2. Develops objectives and criterion referenced assessment instruments.	2. Given a general "goal," establishes a set of learning objectives to enable a student to achieve the goal.	2. The objectives are considered appropriate if: (a) they are observable and can be measured, (b) on the basis of the objectives alone one could logically conclude that the goal has been achieved, (c) the behaviors set forth in the objectives could logically be considered reflective of the achievement of the goal.

Competency # 12, continued

OBJECTIVE	INDICATOR	CRITERION
	Given an objective develops an appropriate criterion referenced assessment instrument to measure cognitive and affective aspects of that objective.	The instrument will be considered appropriate if the assessment data are derived by comparing the student's performance to the standard of the objective rather than comparing the student's performance to the performance of other students.
3. Prepares a plan of instruction and formulate a management system.	3. Given a general curriculum goal and a group of students with defined characteristics, develops an individualized plan of instruction for each individual in the group.	3. The plan is evaluated on the following bases: (a) it is logically realistic in terms of time, space, and resource constraints; (b) the artifacts and instructional strategies specified in the plan are "matched" with the students according to the characteristics of each, (c) there are a variety of alternatives for students to choose among, (d) there is student input into the planning and implementation processes specified within the plan.
	Given an instructional plan for a group of students of defined characteristics and within a particular context, formulates a management system based upon either a behavior modification, socio-emotional, group process, or pluralistic approach to classroom management.	The management plan is evaluated on the following basis: (a) the plan must be logically realistic in terms of the defined characteristics of the students and what is known about students possessing the given characteristics, (b) the plan must provide for all classroom management concerns (i.e., monitoring and completing routine tasks; establishing task-oriented, deviancy-free behavior; smooth transitions between activities; constructive problem-solving approach to problems that

Competency # 12, continued

OBJECTIVE	INDICATOR	CRITERION
		arise; and establishing and maintaining a classroom climate congruent with the goals and objectives of the curriculum--particularly the affective goals and objectives).
4. Evaluates the individualized plan of instruction.	4. Given an instructional plan, evaluates it to determine whether or not it should logically produce the desired results in students' attitudes and behaviors.	4. The evaluation utilizes the standards established in Competency 12-Objective B-Statement 3; the resulting evaluative comments and the rationale for the comments given by the SBTE must be congruent with those given by a curriculum specialist.
	Given an instructional plan, assurance that the plan was implemented as was intended, and assessment data about the students' performance which resulted from the implementation of the plan, explains the success and/or failure of the plan in terms of the standards established in Competency 12-Objective B-Statement 3 and/or other factors (if a supporting rationale for the addition of the "other factors" is given).	The explanation of the SBTE is congruent with that given by the evaluator; deviations from the evaluator are acceptable if they are logically defensible.

COMPETENCY # 13. The SBTE can assist teachers to develop effective leadership skills.

OBJECTIVE The SBTE :	INDICATOR The SBTE:	CRITERION
A. Describes an array of specific techniques for leading a group in ways that stimulate interaction, task-orientation, and full involvement.		
1. Builds group cohesion.	1. Provides a situation whereby a group of peers attempt to reach agreement on selected topics.	1. Group cohesion is evaluated by the degree of agreement reached toward desired solutions to the selected topics.
2. Encourages support for necessary actions.	2. Presents him/herself as a motivator and facilitator of group rapport through use of verbal and nonverbal techniques as the group endeavors to solve selected topics and problems.	2. These verbal and nonverbal techniques are evaluated according to the actual developments of solutions concerning these topics and problems.
3. Stimulates interaction.	3. Provides in-basket or other methods of group interaction exercises to gain group interaction.	3. This discussion is judged on the amount of individual involvement between all members of the group.
B. Describes behaviors associated with the five leadership styles defined by the Managerial Grid C.		
1. Models in a variety of settings a type of leadership that is humane, business-like, imaginitive, and rational.	1. Provides a self-testing Managerial Grid concept exercise examining a variety of settings in relationship to leadership style.	1. This self-testing exercise is evaluated by each individual and discussed as relevant to each setting.

Competency # 13, continued

OBJECTIVE	INDICATOR	CRITERION
2. Matches leadership style with specific task.	2. Demonstrates to a group of teachers the process of determining leadership styles and how they must be motivated with specific tasks for the most efficient productivity.	2. The demonstration of this process will be judged on its accuracy and logical relationship to specific tasks discussed.
C. Makes oral presentations of ideas and information to a group using visual and graphic aids and well developed documentation.	Presents a series of visual examples and distributive written data illustrating his/her knowledge and skill in making oral presentations.	The oral presentations are judged on clarity of expression and accuracy of representation materials.

COMPETENCY # 14. The SBTE can assist teachers to understand and use effective techniques of classroom management.

OBJECTIVE The SBTE:	INDICATOR The SBTE:	CRITERION
A. Identifies the various types of classroom problems.		
1. Differentiates between classroom instructional problems and classroom managerial problems.	1. Given a series of case studies which describe classroom problems, identifies those which are instructional problems and those which are managerial problems.	1. The categorizations of the SBTE are judged on the basis of correctness; ninety percent accuracy is the criterion level.
2. Differentiates between individual and group classroom managerial problems.	2. Given a series of case studies which describe classroom problems, identifies those which are individual managerial problems and those which are group managerial problems.	2. The categorizations of the SBTE are judged on the basis of correctness; ninety percent accuracy is the criterion level.
3. Differentiates between the four types of individual classroom managerial problems: attention-getting, power-seeking, revenge-seeking, and display of inadequacy.	3. Given a series of case studies which describe classroom problems, identifies each of those which are individual managerial problems according to one of the four categories.	3. The categorizations of the SBTE are judged on the basis of correctness; eighty percent accuracy is the criterion level.
4. Differentiates between the seven types of group classroom managerial problems: lack of unity; nonadherence to behavioral standards and work procedures; negative reactions to individual members; class approval of misbehavior; being prone to distrac-	4. Given a series of case studies which describes classroom problems, identifies each of those which are group managerial problems according to one of the seven categories.	4. The categorizations of the SBTE will be judged on the basis of correctness; eighty percent accuracy is the criterion level.

Competency # 14, continued

OBJECTIVE	INDICATOR	CRITERION
tion, work stoppage, and imitative behavior; low morale and hostile, resistant, or aggressive reactions; and inability to adjust to environmental change.		
B. Describes the nature and dynamics of various classroom management approaches and their potential effectiveness in given problem situations.		
1. Describes the nature and dynamics of the behavior modification approach to classroom management.	1. Prepares a written description of the behavior modification approach to classroom management, including an explanation of the theoretical and empirical bases for the approach, and an explication of teacher behaviors implied by the approach.	1. The written description is judged on the basis of accuracy, completeness, and clarity.
2. Describes the nature and dynamics of the socio-emotional climate approach to classroom management.	2. Prepares a written description of the socio-emotional climate approach to classroom management, including an explanation of the theoretical and empirical bases for the approach and an explication of teacher behaviors implied by the approach.	2. The written description is judged on the basis of accuracy, completeness, and clarity.

Competency # 14, continued

OBJECTIVE	INDICATOR	CRITERION
3. Describes the nature and dynamics of the group process approach to classroom management.	3. Prepares a written description of the group process approach to classroom management, including an explanation of the theoretical and empirical bases for the approach and an explication of the teacher behaviors implied by the approach.	3. The written description is judge on the basis of accuracy, completeness, and clarity.
4. Assesses the potential effectiveness of a particular classroom management approach in given problem situations.	4. Given a series of case studies describing classroom problems, judges the potential effectiveness of a particular classroom management approach used in each problem.	4. The judgments of the SBTE are evaluated on appropriateness and logical consistency between the stated problem and the approach employed.

COMPETENCY # 15. The SBTE can assist teachers to evaluate instructional effectiveness by collecting, analyzing, and interpreting data on teacher and student behavior.

OBJECTIVE The SBTE :	INDICATOR The SBTE:	CRITERION
A. Describes and utilizes the Intent-Action-Feedback model of evaluation.		
1. Translates abstract concepts, goals, and objectives into behavioral referents.	1. States specific expected student outcomes based on abstract concepts, goals and objectives.	1. The expected student outcomes are congruent with the abstract concepts, goals and objectives, and are observable, measureable student behaviors.
2. Relates classroom data to goals and objectives.	2. Given one goal and several specific objectives, describes verbally and in writing at least two types of classroom data which could be collected related to the goal and objectives.	2. The types of classroom data described by the SBTE are relevant to the goal and objectives and involve a crucial part of the lesson (crucial-the lesson could not take place without this part).
3. Helps teachers to identify areas of strength and weakness and formulate a specific plan for improving performance.	3. Identifies specific teaching behaviors and existing congruencies or incongruencies between intent and action, and assists the teacher to develop a plan for improving weaknesses based on incongruencies.	3. The plan to improve specific performance developed by the SBTE and teacher meets the following criteria: a. is developed for a specific weakness directly related to incongruency between intent and action. b. requires specific observable teaching behaviors. c. is clear and concise. d. is workable.

Competency # 15, continued

OBJECTIVE	INDICATOR	CRITERION
B. Utilizes a variety of observational techniques to collect, analyze, and interpret objective classroom data on teacher performance.		
1. Utilizes audio and videotaped feedback to aid in evaluating teacher effectiveness.	1. Given an audiotaped lesson and a videotaped lesson, collects, analyzes, and interprets objective classroom data.	1. Validity and usefulness of data is judged by the teacher who is the focus of the analysis.
2. Develops and utilizes informal observation instruments.	2. Given a specific classroom situation, develops an informal observation instrument and uses it to collect data.	2. The observation instrument developed by the SBTE is systematic and produces relevant, useful data as perceived by the assisted teacher.
3. Analyzes and interprets objective classroom data.	3. Given a systematic observation instrument which has recorded classroom data, analyzes and interprets the data, and evaluates the effectiveness of the lesson.	3. The analysis and interpretation of data meet the following criteria: a. congruent with data. b. produces conclusions regarding the effectiveness of the lesson in agreement with one other SBTE.

COMPETENCY # 16. The SBTE can assist teachers to develop, implement, and assess continuing individual professional growth plans.

OBJECTIVE The SBTE:	INDICATOR The SBTE:	CRITERION
A. Describes and uses a discrepancy model for developing professional growth plans.		
1. Helps the teacher identify ideal professional status.	1. Presents in writing a description of ideal professional status components.	1. The written description of ideal professional status components is evaluated on the degree to which consensus from the group can be obtained on each component.
2. Assesses reality of ideal status (skills, interests, societal and/or institutional constraints).	2. Conducts a group seminar using a group process model, and assesses the degree to which the group agrees on the reality of ideal status.	2. Those components of ideal status which receive the most agreement are identified as the most viable.
3. Assesses the teacher's current status.	3. Develops a model for assessment of the teacher's current status.	3. The model is evaluated relative to the degree to which it clarifies an individual's position within the ideal professional status.
4. Identifies discrepancies between current and ideal status.	4. Develops an "as is-should be" discrepancy model for delineation between current and ideal status.	4. The model is evaluated for its clarity and effective communication of the comparison of current and ideal status.
5. Prioritizes discrepancies to be worked on.	5. Prioritizes discrepancies between the "as is-should be" categories of the current vs. ideal status model.	5. Evaluation focuses on the SBTE's ability to rank order discrepancies as to their relative importance.

Competency # 16, continued

OBJECTIVE	INDICATOR	CRITERION
6. Selects discrepancies (areas of competence) to address.	6. Selects specific areas of competence on which to focus instructional procedures.	6. Evaluation focuses on the SBTE's ability to identify accurately specific areas of competence.
7. Selects strategies for developing competencies and implements plans to develop these competencies.	7. Selects and implements teaching and learning strategies for specific competencies.	7. Implementation and selection of teaching and learning strategies are evaluated on the degree to which they facilitate achievement of the specific competencies they address.
B. Writes individual professional growth plans that reflect the teachers' goals.		
1. Explains a model for analyzing professional growth training needs.	1. Explains the selected model for analyzing professional growth training needs.	1. The explanation of the model is evaluated on clarity and accuracy of representation of the model.
2. Specifies the various features of a professional growth plan that are fundamental: a. specificity of growth to be sought b. target dates c. specific learning experiences d. shared responsibilities	2. Specifies the fundamental various features of a professional growth plan.	2. The evaluation is based on its inclusion of these necessary components: (a) specificity of growth sought; (b) target dates: (c) specific learning experiences; (d) shared responsibilities.

Competency # 16, continued

OBJECTIVE	INDICATOR	CRITERION
3. Describes professional opportunities, including capacities needed, job market, and training/ cost benefit.	3. Demonstrates knowledge of professional opportunity.	3. The SBTE's knowledge of professional opportunities is evaluated on the inclusion of capacities needed, job market, and training/cost benefit.
C. Assists the teachers in implementing professional growth plans.		
1. Helps the teachers evaluate the progress of the plan.	1. Assists teachers in the evaluation of their individual progress toward implementing their professional growth plans.	1. The SBTE's assistance is judged by feedback from teachers in which they assess the degree to which they feel they understand their current status within their own growth plans.
2. Helps the teacher revise the plans when necessary.	2. Demonstrates the ability to assist teachers in revising the plans when necessary.	2. The SBTE's assistance is judged on the accuracy of revision based on individual needs for professional growth plan changes.

COMPETENCY # 17. The SBTE can plan and conduct individual conferences with teachers.

OBJECTIVE The SBTE:	INDICATOR The SBTE :	CRITERION
A. Demonstrates skills in planning individual teacher conferences.		
1. Guides teachers in finding ways to initiate more open communication in non-crisis situations with teacher peers and other educational personnel.	1. Describes orally or in writing the specific attitudes, skills, and observable behaviors a teacher must develop to become an "open communicator."	1. The attitudes, skills, and behaviors are compatible with those identified by people like Carl Rogers, Eric Berne, and William Schutz.
2. Formulates long and short term objectives for conferences.	2. Lists at least two long term objectives and four short term objectives for a teacher conference based on the analysis and interpretation of classroom data.	2. All objectives meet the following criteria: a. measurable b. congruent with the classroom data c. relevant d. clearly written (easily understood) e. based on concept of teacher input and self-awareness
B. Demonstrates skills in implementing individual teacher conferences.		
1. Demonstrates empathy toward a teacher's feelings and concerns during a conference, and continues to follow the conference plan.	1. Provides a videotape of a conference with a teacher in which he/she demonstrates empathy toward a teacher.	1. The teacher and a skilled observer agree that the SBTE demonstrated empathy.

Competency # 17, continued

OBJECTIVE	INDICATOR	CRITERION
2. Asks clarifying questions.	2. While developing a conference plan, lists at least five clarifying questions, describes the expected responses from the teachers, and asks at least three of the questions in the conference.	2. Two of the three questions used in the conference are perceived by the teacher as clarifying questions.
3. Elicits feelings, opinions, and attitudes.	3. Develops strategies for eliciting feelings, opinions, and attitudes; and utilizes the strategies in a video or audiotaped conference.	3. The teacher expresses feelings, opinions, and attitudes during the conference.
4. Paraphrases and utilizes teacher input.	4. Describes orally or in writing paraphrasing skills and demonstrates the ability to paraphrase, encourage, and use the teacher's ideas in a conference.	4. Objective data collected from a conference tape indicates at least two incidences of paraphrasing, encouraging, and using the teacher's ideas.
C. Facilitates setting of professional growth goals by teachers.		
1. Elicits from teachers a commitment of future objectives for further growth.	1. Develops as part of a conference plan a specific strategy for producing commitment from a teacher for specific objectives for further growth.	1. The teacher, in cooperation with the SBTE, makes a commitment for specific objectives for further growth as evidenced in an audio or videotape.

COMPETENCY # 18. The SBTE can recognize the existence of personal problems that affect a teacher's instructional effectiveness, and initiate appropriate referral process.

OBJECTIVE The SBTE:	INDICATOR The SBTE:	CRITERION
A. Discerns which personal problems require referral to specialists from those which can be dealt with by the SBTE.		
1. Recognizes when teaching problems may be related to personal problems.	1. Describes characteristics of a teacher whose teaching problems may be related to personal problems.	1. The description is evaluated on the interrelationship of classroom and personal characteristics and the impact on teacher-student interactions.
2. Recognizes when the extent of personal problems is beyond the SBTE's capabilities.	2. Given a situation (real or simulated) where personal problems are affecting the teacher's effectiveness, develops a plan of action to remedy the problem. Given a set of situations (real or simulated) where personal problems are affecting the teacher's instructional effectiveness, classifies the problems as to the level of remedial intervention required.	2. The plan of action is evaluated on the appropriateness of the plan of action in relation to the problem presented and the skills of the SBTE. The classification of levels of intervention is evaluated on the appropriateness of the level of intervention to the severity of the problems presented.
3. Develops a trust relationship with teachers so he/she will be in a position to offer help when needs arise.	3. Is identified by teachers in the SBTE's school as a person to whom they would go for help with personal problems.	3. The SBTE is identified by at least 25% of teachers polled under the jurisdiction of the SBTE.

Competency # 18, continued

OBJECTIVE	INDICATOR	CRITERION
4. Cites sources of assistance (e.g., agencies, individuals, professional associations, clinics) which offer help in solving teacher personal problems.	4. Given a set of teacher's personal problems, identifies referral services available to provide assistance to teachers.	4. The list of referral services is evaluated on at least three appropriate referral sources identified for each problem presented.
5. Encourages teachers to seek help and facilitates contact with helping services.	5. Given a set of referral services, identifies the appropriate contact person(s) for each service. Given a set of referral services, lists referral criteria and required information for each service.	5. The list of named contact personnel is accurate. The list of criteria and required information is accurate.
B. Determines when a teacher's personal problems pose a threat to students and/or staff members, and takes appropriate steps to remove that individual from the staff.	Describes specified school district procedures for the removal of personnel deemed to be harmful to students and/or other school personnel. Describes means of collecting data to be used as evidence for the removal of a teacher potentially harmful to students and/or other staff members. Describes conditions under which a teacher's personal problems pose a threat to students and/or other school personnel.	The description is evaluated on its consistency with established procedures of the school district. The description is evaluated on the protection of the rights of the teacher, the students, and other staff personnel as well as the relevance of procedures to the needed evidence. The description is evaluated on the reasonableness of the threat, both physical and psychological.

Competency # 18, continued

OBJECTIVE	INDICATOR	CRITERION
	Given a set of personal problems of teachers, identifies those which pose threats to students and/or staff members.	The identification of problems is evaluated on accuracy and reasonableness.

COMPETENCY # 19. The SBTE can demonstrate effective planning, organizational, and management skills.

OBJECTIVE The SBTE:	INDICATOR The SBTE:	CRITERION
A. Identifies existing organizational patterns and those persons who must be involved in order to facilitate the progress of staff development programs.		
1. Develops two or more organization charts showing alternative ways of assigning staff, and defining roles and relationships.	1. Presents a series of organization charts appropriate for dealing with staff and their relationships in educational settings.	1. The presentation is evaluated on its clarity of expression and demonstrated knowledge of the diverse concepts involved in each organizational chart presented.
2. Matches management behavior to the people, situations and conditions encountered.	2. Describes management behavior concepts needed to related to people, situations and conditions in selected educational settings.	2. The description is judged on the basis of clarity and indepth knowledge of the behavior of people in selected settings.
B. Describes a variety of planning techniques.		
1. Designs a simple PERT network to illustrate sequential steps of a proposed plan.	1. Works through a simulated PERT exercise relevant to his/her specific goals in a selected school situation.	1. This exercise is judged on its completion time frame and its clarity of sequential steps for all concerned.
2. Designs flow charts to illustrate to teachers and administrators the relationships inherent in a proposed plan.	2. Illustrates and constructs flow charts for a selected plan relevant to his/her specific teaching setting.	2. The construction of these flow charts are judged on the basis of clarity and ease of implementation.

Competency # 19, continued

OBJECTIVE	INDICATOR	CRITERION
3. Describes the Delphi technique and its advantages in planning a program.	3. Develops a Delphi technique concept and program relevant to solving a problem in specific schools.	3. The concept is judged on knowledge and application to the specific educational setting.
C. Analyzes an operation using criteria of efficient management (delegation, clarity of expectations, coordination, etc.) to identify strengths and weaknesses.		
1. Describes various models of organizational behavior.	1. Presents models of organizational behavior from the disciplines of sociology, philosophy, psychology and anthropology.	1. The SBTE's presentation is evaluated on his/her indepth knowledge, understanding and application of these behaviors.
2. Describes various management strategies.	2. Demonstrates to a group of teachers a series of management strategies and how they can be adapted to their specific school settings.	2. This demonstration is judged on clarity of expression and accuracy of informing relevant to each school setting.

COMPETENCY # 20. The SBTE can facilitate research studies on teaching and learning.

OBJECTIVE The SBTE:	INDICATOR The SBTE:	CRITERION
A. Identifies and develops research studies to help teachers solve day-to-day problems.		
1. Delineates researchable problems.	1. Selects one topic from a list and states it in the form of a research problem.	1. The statement is judged according to its clarity as a researchable question, hypothesis or proposition.
2. Designs simple research proposals which entail minimum disruption to the school routine.	2. Given a problem statement, outlines a proposal that appropriately addresses the research problem.	2. The proposal is judged on extent to which it is likely to accomplish the purpose, and the degree to which it minimizes disruption of school routine.
3. Determines analysis procedures to be followed that are appropriate for responding to the research problem.	3. Given a research proposal, specifies an analysis procedure.	3. The analysis procedures is judged on its compatibility with the data gathering design and its power to produce interpretable results.
B. Secures administrative and staff support for research studies.		
1. Describes orally the purposes of the study so that the potential benefits are comprehended.	1. Given a group of teachers, administrators and/or parents, clearly describes a study, its purposes and benefits.	1. An audience of parents, teachers, and/or administrators comprehends the purposes and benefits of the proposed study.
2. Identifies and recruits personnel needed to assist in conducting a study.	2. Given a research proposal, specifies persons needed and elicits their assistance.	2. Persons with necessary expertise and in sufficient numbers agree to bring a study through to completion.

Competency # 20, continued

OBJECTIVE	INDICATOR	CRITERION
3. Manages a study so that school personnel participate to the level of their interest.	3. Communicates regularly to school personnel the plans, projections, and results of a study.	3. School personnel express satisfaction with opportunities to participate in the study.
C. Interprets and communicates the results of a study to administrators, staff, and parents.		
1. Analyzes the study findings and draws reasonable conclusions.	1. Given a research problem and data relating to it, performs an analysis and writes conclusions interpreting the given data.	1. Findings and conclusions are compatible with data and research problem.
2. Describes orally and in writing the results of study to administrators, staff and parents.	2. Given data from a study, writes a summary of results and presents the results orally to administrators, staff and parents.	2. Clarity of written or oral summary of findings is evidenced by the comprehension of an audience of administrators, staff and parents.